



Cities on Volcanoes 9
November 20-25, 2016
Puerto Varas, Chile

'Understanding volcanoes and society: the key for risk mitigation'



Neapolitan children and their volcanoes

Mauro A. Di Vito¹, Adriana Nave², Rosalba Romano², Teresa Coppola³

¹Istituto Nazionale di Geofisica e Vulcanologia, Sez. Osservatorio Vesuviano, via Diocleziano 328, Napoli (Italy)
mauro.divito@ingv.it

²Associazione Scintille, via Pigno 115 - Somma Vesuviana (NA) 80049, Italy

³Convitto Nazionale "Vittorio emanuele II" Piazza Dante 41 - Napoli – 800135, Italy

Key words:

The city of Naples, in Southern Italy, is situated between two volcanic areas: the Phlegrean Fields and the Somma Vesuvio complex. This area is a dynamic point of geological observation, a strategic place, never passive. In the area, fascinating elements come together, such as the history of the ancient city and the ongoing volcanic activity.

Public education in the area is aimed at the sensitization to natural risks hanging over the territory, to improve conscious learning about its features and the awareness of the risks to which it is exposed. This risk awareness is the basis of adequate behaviour in case of emergency.

For this reason, communicating science in primary school has a particular importance. It can reach its goal because children with their brilliant curiosity approach natural elements with the enthusiasm for discovery..

Our project has been carried out in primary school of the National boarding school of Naples, involving 150 children during the last two years.

Specific educational projects in primary school are based on a perceptive training of “territorial awareness”, including knowledge of the landscape and its specific features.

The first phase of the project has involved informal education activities, engaging also practical activities, such as “hands-on“ ones, to introduce the history of the Neapolitan volcanoes, starting from their shape.

The second phase has been on-site, with a visit to the Volcanological Museum of the Vesuvian Observatory and its successful educational path.

During these phases the children have had the possibility to recognize the volcanic features that they had experimented with, during the activities at school.

The last phase has been the production of several final works that documented not only the project's path, but above all a real conscious process of learning and the stunning result of knowledge.